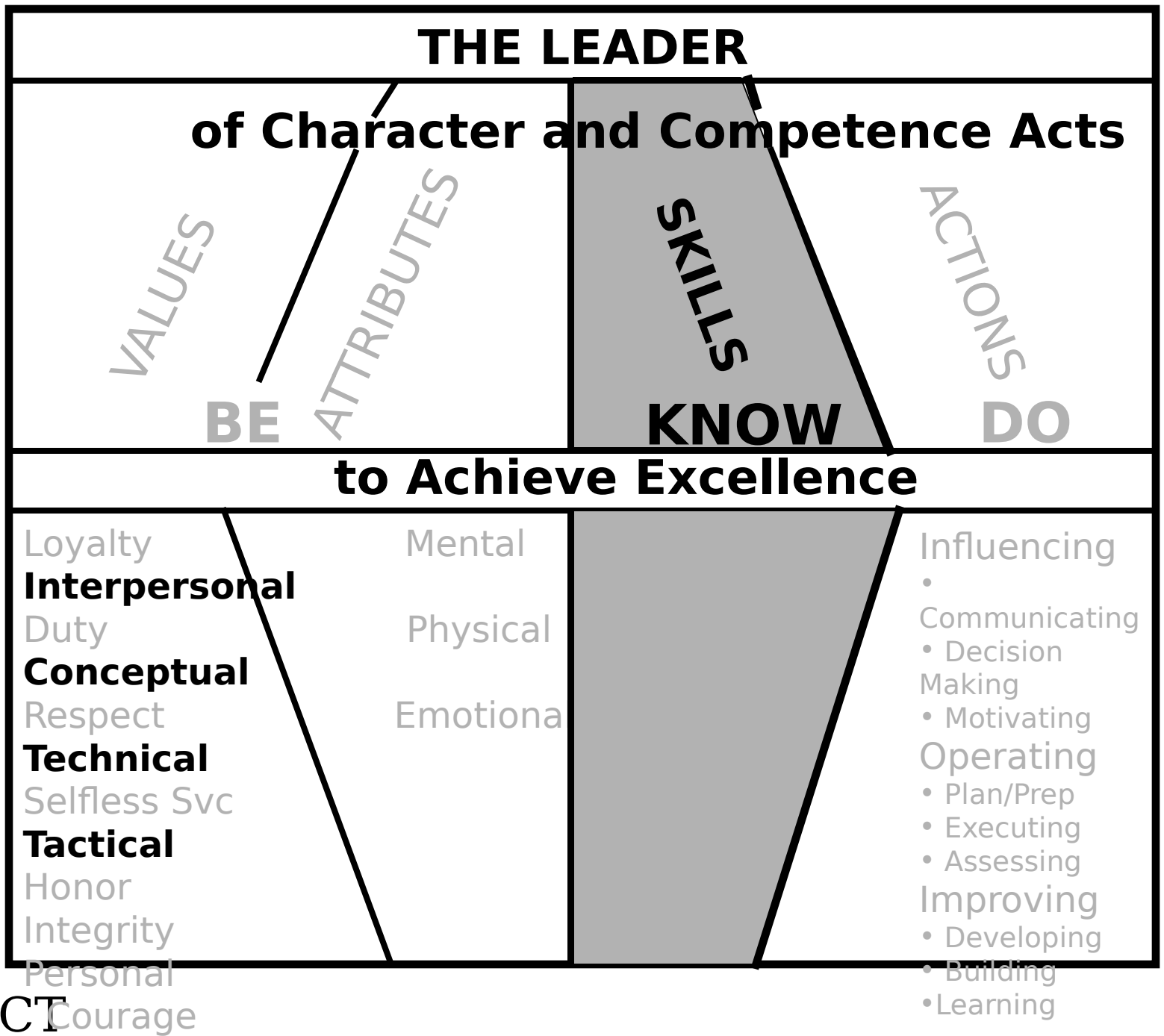


Leadership Framework



Elements of Active Listening

- **Eye contact.**
- **Body posture.**
- **Head nods.**
- **Facial expressions.**
- **Verbal expressions.**

Nonverbal Indicators

- **Boredom.**
- **Self-confidence.**
- **Defensiveness.**
- **Frustration.**
- **Interest,
friendliness, and
openness.**
- **Openness or**

Conceptual Skills

- **Critical reasoning.**
- **Creative thinking.**
- **Ethical reasoning.**
- **Reflective thinking.**

Ethical-Reasoning Process

Step 1, Define the Problem

- Define the problem precisely.
- Know specifically who said, ordered, or demanded what.
- Don't settle for secondhand information.
- Get Details.

Ethical Problem

SGT Jones' ethical problem is what to do about the fact that he observed his best friend cheating.

What he observed is clearly wrong, and he has a moral obligation to do something about it, regardless of the fact that SGT Smith is his best

Ethical-Reasoning Process

Step 2, Know the Relevant Rules

Do your
homework.

Relevant Rules

Usually student handbooks and school academic honor codes clearly address policies on cheating or observing others cheating.

Other moral principle to consider:
Fairness.

Is it fair that SGT Smith pass by cheating? Is it fair for the others taking the test, especially for what is at stake? The principle of fairness would tell SGT Jones that he has a moral obligation to do something about SGT Smith's cheating.

Ethical-Reasoning Process

Step 3, Develop and Evaluate Courses of Action

- Lay out possible courses of action.
- Consider courses of action in view of Army values.
- Consider the consequences of your decision.

Ethical-Reasoning Process

Step 3 (cont) Considering the
Consequences

~~Practical Questions~~

- Which course upholds Army values?
- Does any course compromise Army values?
- Does any course violate a principle, rule, or regulation you referenced during step two?
- Which course is in the best interest of the squad, unit, Army, and Nation?

Army Values Pertinent to Situation

Loyalty, duty, integrity, honor, and courage are pertinent to this situation. SGT Jones is SGT Smith's best friend. There is a probable strong psychological desire to be loyal and not do anything to get SGT Smith in trouble. Yet, SGT Jones would violate his own integrity and be less than honorable if he does nothing. He would also fail in his duty and lack courage if he did nothing. These values make it SGT Jones's moral obligation to do something about this blatant act of cheating.

Course of Action 1

Do Nothing: SGT Jones may meet his desire to be loyal and not get his friend in trouble, but he would be violating all the values and guiding principles he deemed pertinent to this situation. He would also be in violation of the school's honor code. **Clearly an unethical solution. It fails to recognize the moral obligation SGT Jones has to himself, fellow students, and the school.**

Course of Action 2

Turn in SGT Smith to instructor for cheating: This will allow SGT Jones to adhere to the policies of the school, maintain the values of integrity, honor, duty, and courage, as well as, the guiding principle of fairness, but would leave him feeling disloyal to his best friend.

While this is an ethical solution, it may cost SGT Jones his friendship with his best friend.

Course of Action 3

Confront SGT Smith privately after the test and seek to shame him into confessing the cheating to the instructor. This supports school policies, the values pertinent to this situation and the guiding principles--up to a point. If SGT Smith shows no shame and refuses to confess, then SGT Jones is still left with a moral obligation to do something about the cheating.

This could be a good ethical solution if SGT Smith is willing to confess. If he isn't willing, then it's not a good ethical solution.

Course of Action 4

Confront SGT Smith privately after the test and given him an ultimatum to confess to the cheating within 24 hours, or SGT Jones will inform the instructor.

This alternative supports school policies, values pertinent to the situation, and the guiding principle of fairness. ~~SGT Jones would fulfill his~~

~~This solution supports all laws, regulations, values, guiding principles and other principles that impact on the situation. SGT Jones may lose his friend, but for the right reason.~~

Best Course of Action (COA)

COA 3 is the best solution that represents Army values **IF** SGT Smith turns himself in.

Should SGT Smith not turn himself in, then combine COA 4 with COA 3 by adding the ultimatum that if SGT Smith doesn't turn himself in, then SGT Jones will after 24 hours.

If COA 3 or COA 4 works, then both solutions support all laws, regulations, values, and principles that impact on the situation.

Task Force Kingston

- Have tactical skills?
- Know how to shoot, move, and communicate?

Did 1LT Kingston: Know fundamentals of his profession?

- Employ weapons properly?
- Control his assets?

Task Force Kingston

~~(cont)~~

- Understand small unit tactics?
- Apply reasoning skills to make decisions?
- Foster a sense of team work?
- Set the example with personal courage?

Did 1LT Kingston: